

Marshlands Primary School Music Progression of Skills – Sept 2023 onwards

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	- take part in singing - follow instructions on when to sing or to play an instrument - beginning to join in with simple songs and rhymes - sing on their own or with a group	- sing a song with high and low melodies - control vocal dynamics, duration and timbre - sing a song together as a group - combine voices and movement to perform a chant and a song	- chant and sing in two parts while playing a steady beat - sing with expression, paying attention to the pitch shape of the melody - understand pitch through singing, movement, and note - prepare and improve a performance using movement, voice and percussion	- sing in two-part harmony - copy and create a wide range of vocal sounds to incorporate into a song - sing in two parts (two different melodies) with movements and percussion - perform a round in three parts	- perform a poem as an ensemble with rhythmic accuracy to a steady beat - sing a call and response song in a minor key in two groups - sing a song with three simple independent parts - combine singing, playing and dancing in a performance	- prepare for a performance by considering narration, performance space, setting up and other logistics - develop techniques of performing rap - sing and play percussion in a group piece with changes in tempo and dynamics - sing a song in unison and three-part harmony - sing with attention to accuracy in rhythm, pitch and dynamics	- demonstrate understanding of pitch through singing, beat and syncopation - convey lyrical meaning through expressive singing (changing vocal tone to reflect mood) - demonstrate planning, directing, and rehearsal skills - refine vocal performance with consideration of posture, breathing and enunciation - perform complex song rhythms confidently
Improvising / Exploring	- explores ways to make sounds with a range of instruments and their voice - move and talk about music, expressing their feelings and responses - choose sounds to represent different things (the thunder, sea etc...)	- improvise descriptive music - respond to music through movement - explore different sound sources and materials - explore sounds on instruments and find different ways to vary their sound	- explore timbre and texture to understand how sounds can be descriptive - explore voices to create descriptive musical effects - explore different ways to organise music	- improvise descriptive music - improvise to an ostinato accompaniment - explore simple accompaniments using beat and rhythm patterns	- improvise with a focus on timbre - explore household items as instruments - improvise melodies with a given set of five notes - explore layers and layering using a graphic score - understand syncopation and clap improvised off-beat rhythms	- create and perform descriptive music combining/ layering a variety of sounds including pitch and dynamics - make creative use of the way sounds can be organised and changed - compose/perform more complex rhythmic ensembles, developing internalised pulse	- add melodic ensemble pieces - create and perform descriptive music combining/ layering a variety of sounds including pitch and dynamics - make creative use of the way sounds can be organised and changed - compose/perform more complex rhythmic ensembles, developing internalised pulse
Playing Instruments	- play loud and soft sounds - play an instrument with increasing control	- identify and keep a steady beat - explore and control dynamics, duration and timbre with instruments - play fast, slow, loud and quiet sounds on percussion instruments	- listen to and repeat rhythmic patterns on body percussion and instruments - play pitch lines on tuned percussion - accompany a song with vocals and body percussion - use instruments expressively	- accompany a song on tuned percussion - perform individually and in combination (body percussion, percussion instruments) - read simple rhythm and pitch notation - create and perform from a symbol score - read graphic notation to play a melody	- combine four body percussion parts as a song accompaniment - play a song with leaps in pitch on tuned percussion - play and sing repeated patterns (ostinato) from notation - play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and notations	- read a melody in staff notation - perform music together in synchronisation - develop ensemble playing, focusing on steady beat and placing notes accurately together - control short, loud sounds on a variety of instruments	- demonstrate coordination and rhythm skills - play a chordal accompaniment to a piece - use instruments to compose own piece of music - use notation, layer and structure
Composing	- respond to performance art – talk about it and express their feelings - listen to music of different genres	- invent and perform new rhythms - create, play and combine simple word rhythms - listen to a variety of music from different times & cultures - experience live music performances	- compose music to illustrate a story - perform and create simple three- and four-beat rhythms - use simple musical vocabulary to describe music - listen, describe and respond to a variety of music from different times & cultures - experience live music performances	- listen, describe and respond to a variety of music from different times & cultures - select descriptive sounds to accompany a poem - use a score and combine sounds to create different musical textures - record class music and listen & appraise	- listen, compare and contrast a variety of music from different times & cultures - compose an introduction for a song, a rap, sequences of word rhythms - identify different instrument groups from a recording - describe the structure of a piece of music	- listen to and appraise a variety of music from different times and cultures - record class music and evaluate - compare and contrast the structure of two pieces of music from different genres	- listen to and appraise a variety of music from different times and cultures - record class music and evaluate - revise, rehearse, and develop music for performance - explore and analyse a song arrangement and its structure

Listening	• Listening and responding to different styles of music	• Recognise and respond to changes in tempo in music • Identify changes in pitch and respond to them with movement • Understand how music can tell a story	• Match descriptive sounds to images • Listen to and repeat back rhythmic patterns on instruments and body percussion	• Listen to, dance and learn about Hindustani classical music, traditional Chinese music, medieval antiphon, a Romantic piece of music and Tudor dance music. • Learn how sounds are produced and how instruments are classified.	• Explore the descriptive music of two famous composers of the 20th and 21st century • Listen to and learn about 1940s dance band music, Bhangra music and Renaissance instruments • Copy rhythms and a short melody • Match short rhythmic phrases with rhythm notation	• Hear and understand the features of the whole tone scale • Listen to and learn about modern classical/avant garde music (20th century) • Learn about the music of an early Baroque opera • Demonstrate understanding of the effect of music in movies	• Follow and interpret a complex graphic score for four instruments • Experience and understand the effect of changing harmony • Listen to and understand modulation in a musical bridge
Appraising	• Learning to sing or sing along with nursery rhymes and action songs • Begin to build a repertoire of songs and dances. • Share and perform the learning	• Identify a sequence of sounds (structure) in a piece of music • Listen in detail to a piece of orchestral music • Identify a repeated rhythm pattern	• Identify ways of producing sounds (e.g. shake, strike, pluck) • Identify rising and falling pitch • Listen in detail to a piece of orchestral music • Use simple musical vocabulary to describe music • Listen, describe and respond to contemporary orchestral music	• Identify the metre in a piece of music. • Recognise rhythm patterns in staff notation. • Recognise pitch shapes.	• Identify different instrument groups from a recording • Describe the structure of a piece of orchestral music • Develop listening skills by analysing and comparing music from different traditions • Identify key features of minimalist music • Compare and contrast the structure of two pieces of music • Identify the metre of a new song or piece	• Listen to a 19th century tone poem and impressionist music and describe its effects and use of the musical dimensions using musical vocab • Compare and contrast two pieces of 19th century Romantic music • Identify changes in tempo and their effects • Evaluate and refine compositions with reference to the inter-related dimensions of music • Explore and analyse a song arrangement and its structure • Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time	• Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music • Discuss the music of a Russian Romantic composer with reference to a painting from the same period